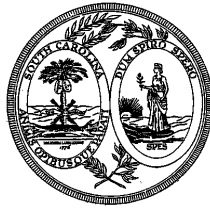


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Jo Anne Anderson

TO: Members of the ASA Subcommittee

FROM: Paul A. Horne, Jr.

RE: Career and Technical Education Center Report Card Ratings Criteria

DATE: January 8, 2007

In spring 2005, the Academic Standards and Assessments Subcommittee asked the staff of the Education Oversight Committee to review the criteria for the report cards ratings of the Career and Technical Education (CATE) Centers. The report card ratings received by the centers state wide are, and have been, higher, on average, than the report card ratings for elementary, middle, and high schools. The table below shows the Absolute ratings achieved by the 38 CATE Centers since the first report card in 2001.

Report Card Year	Excellent	Good	Average	Below Average	Unsatisfactory
2001	36	1	1	0	0
2002	30	8	0	0	0
2003	30	6	0	2	0
2004	31	3	3	1	0
2005	25	9	3	0	1
2006	29	8	1	0	0

Presently the Absolute ratings criteria and the percentage weight are:

- ❑ Mastering core competencies or certification requirements: The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade. Students are to be assessed on the competencies identified in the adopted syllabi or specified for certification programs (e.g., FAMS). This factor applies to any career and technology course in the center. This criterion is weighted at twice the value of other criteria. (50%)
- ❑ Graduation rate: The number of twelfth-grade career technology education students who graduate in the spring is divided by the number of twelfth graders enrolled in the center and converted to a percentage. This criterion incorporates passage of the Exit Examination required for graduation. (25%)
- ❑ Placement rate: The number of career and technology completers who are available for placement in postsecondary instruction, military services, or employment is

divided into the number of students over a three-year period who are actually placed and converted to a percentage. This criterion mirrors the Perkins standard. (25%)

During the summer of 2005 an advisory committee on the CATE ratings was identified and research was conducted on how other states evaluate their CATE centers and on the impact of the pending federal Perkins reauthorization legislation would have on the CATE centers ratings calculations. The federal Perkins legislation was adopted late in 2006, and the changes it the legislation had not been explained sufficiently by early 2007 to allow the EOC staff to make recommendations regarding new Absolute ratings criteria for the CATE centers; thus, any changes to the system were deferred until additional information was available from the federal government in order for the reporting requirements for the state to the federal government could match the state ratings system.

Clarification from the federal government on the reporting requirements for Perkins has been received over the last several months. Two of the present reporting requirements – placement and graduation rate - will remain the same, though the graduation rate will be tied more closely to No Child Left Behind. The third criteria – mastering the core competencies - will change to students passing “technical skill assessments.” However, the federal government has not clarified what a “technical skill assessment” is at this point and the criterion will not become part of the Perkins report requirements until 2008-09.

Staff from the EOC and the State Department of Education (SDE) have discussed the matter and anticipate “technical skill assessments” to include state licensing exams for cosmetologists, national licensing exams in architecture and construction (plumbing, electricity, air conditioning and heating, etc.), national certification tests for automobile collision and engine repair, and national certification exams in marketing, sales and service (fashion design, communication, etc.). There are, however, numerous areas of curriculum offered at the CATE centers that do not have correlating national or state examinations and the federal government has not announced if “technical skill assessments” will be required in all areas. Instead, the states have been asked to submit a transition plan to the federal government by April 2007 for the transition year of 2007-08 and a five year plan for implementation of the “technical skill assessments” by April 2008.

At present, the staff of the EOC recommends that no changes in the CATE Absolute ratings criteria occur until the following data can be collected and, where pertinent, analyzed in order to set appropriate cut points in the ratings system:

- The EOC, SDE, Department of Commerce, and the EEDA Coordinating Council should identify the priority “technical skills assessments” to be included in the school and district ratings.
- More definite explanation of “technical skill assessment” from the federal government.
- Data from the various CATE centers on the number and types of exams taken by students in their center during 2005-06 and 2006-07, and the passage rate of the students on the exams.
- Data from pertinent state and national agencies on licensing and certification tests taken by recent graduates of South Carolina public schools (the cosmetology exam is often taken in June after the student has graduated from high school, and the scores are not reported to the career centers).